

EXHIBIT 110

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Grants Information

Fiscal Year: **2021**
 System Name: **852 - North Georgia RESA**
 Name: **GNETS**
 Status: **Coordinator Signed Off**

Program Information

Name: **Northstar Educational and Therapeutic Services**
 Director: **Dr. Jacqle Neal**
 City: **Jasper**
 Systems Served: **6**



GNETS Site Location



Site Location Name	Address	Hours From	Hours To	System Served
NorthStar Dalton Campus	307 S. Fredrick St. Dalton GA 30721	7:45AM	2:30PM	
NorthStar Pickens Campus	159 Stegall Dr. Jasper GA 30143	7:30AM	2:15PM	
NorthStar East Fannin Elementary School	1 Elementary Circle Morganton GA 30560	7:30AM	2:15PM	
Fannin County Middle School	4560 Old Hwy 76 Blue Ridge GA 30513	7:45AM	2:30PM	
Fannin County Comprehensive High School	360 Rebel Cir Blue Ridge GA 30513	7:45AM	2:30PM	

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Projections by GNETS Site Location



Site Location Name, Address and Operating Hours	Location Type	Elementary School			Middle School			High School			Therapeutic Staff - Ft/Pt
		No. of Classes	No. of Teachers	No. of Para Professionals	No. of Classes	No. of Teachers	No. of Para Professionals	No. of Classes	No. of Teachers	No. of Para Professionals	
NorthStar Dalton Campus, 307 S. Fredrick St. Dalton GA 30721, 7:45AM to 2:30PM	Center	2	2	2	3	3	3	1	1	1	
Fannin County Comprehensive High School, 360 Rebel Cir Blue Ridge GA 30513, 7:45AM to 2:30PM	School Based	0	0	0	0	0	0	1	1	1	

Fannin County Middle School, 4560 Old Hwy 76 Blue Ridge GA 30513, 7:45AM to 2:30PM	School Based	0	0	0	1	1	2	0	0	0	
NorthStar East Fannin Elementary School, 1 Elementary Circle Morganton GA 30560, 7:30AM to 2:15PM	School Based	1	1	2	0	0	0	0	0	0	
NorthStar Pickens Campus, 159 Stegall Dr. Jasper GA 30143, 7:30AM to 2:15PM	Center	1	1	1	1	1	1	1	1	1	
Grand Total		4	4	5	5	5	6	3	3	3	




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Staffing Pattern



↓ Staff ×

Staff	Staff Type	State Grant	Federal VI-B	Total	LEA Funded	Grand Total
▼ Support Staff						
Psychoeducational/GNETS School Secretary/Clerk	Existing Staff	3	0	3	0	3
▼ Instructional Staff						
GNETS Teacher – Grant Funded	Existing Staff	5	0	5	0	5
GNETS Teacher – Locally Funded	Existing Staff	0	1	1	4	5
GNETS Para-professional/Teacher Aide	Existing Staff	0	5	5	4	9
GNETS Teacher – Locally Funded	Existing Staff	0	0	0	2	2
GNETS Para-professional/Teacher Aide	Existing Staff	0	1	1	3	4

▼ Administrators

Director of GNETS program	Existing Staff	1	0	1	0	1
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Supervisors/Co ordinators	Existing Staff	2	0	2	0	2
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▼ Grand Total

Total		11	7	18	13	31
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


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Student Transition Form



Name of District Served	Returned to Home School/District	School-based GNETS Classroom/working	GNETS Center Base	Residential Placement (all short-term stabilization)	Total
655 - Fannin County	2	13	0	0	15
661 - Gilmer County	0	13	0	2	15
705 - Murray County	3	0	10	1	14
712 - Pickens County	3	0	19	0	22
755 - Whitfield County	3	0	34	1	38
772 - Dalton Public Schools	1	0	11	0	12
Grand Total	12	26	74	4	

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Service Delivery – Behavioral Support & Therapeutic Services



List the Behavioral Supports and Therapeutic Services available for students across each tier.

*Tier 1 - All Students Tier 1 supports and services are provided daily for 100% of students.

*Number of Students in Tier 1:

20

*Percentage of Students in Tier 1:

65

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All students in Tier 1 receive the following behavioral and therapeutic supports:
 FBA Assessment with development or refinement of an Individualized Behavior Intervention Plan
 Daily Skill Instruction (Rotation: Social Skills, Mind-Up/Mindfulness, Balanced Thinking/CBT/ANT Therapy)
 BI-Weekly Therapeutic Groups (Dialectical Behavior Therapy/Zones of Regulation, SELF Trauma Curriculum)
 An Individualized Goal Setting / Self Image Mastery session
 Behavioral de-escalation and crisis support (Life-Space Crisis Intervention Drain-off/skill reteaching, problem solving counseling)
 Relational Support

*Tier 2 - Small groups of Students How often are Tier 2 services provided and for what percent of students?

*Number of Students in Tier 2:

19

*Percentage of Students in Tier 2:

20

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Students in Tier 2 are eligible to receive additional behavioral and therapeutic supports such as:
Treatment Team Case Reviews with modification to the Behavior Intervention Plan
LSCI Insight Interviews
Group and/or individual counseling more than 2 times a month but less than weekly
Check in / Check out or Staff Mentoring

Tier 3 - Very few or Individual Students How often are Tier 3 services provided and for what percent of students? How will students' responses to these Intervention supports and services be monitored? How will the fidelity of intervention implementation be monitored?

^aNumber of Students in Tier 3:

14

^aPercentage of Students in Tier 3:

15

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Students in Tier 3 receive behavioral and therapeutic supports such as:
Intensive Case Reviews (with outside experts/service providers)
Additional Psychological/Psychiatric or Specialized Assessments
Individual and/or Group Therapy (weekly)
Local Inter-agency Planning Team Case Review (with the agreement of the family)

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Service Delivery – Severe Behavior Management & De-escalation



List the training provided to staff for the prevention and management of severe behaviors, including the use of restraint: (e.g., MindSet, CPI, LSCI).

*What percent of your staff are trained in these strategies and how do GNETS administrators and supervisors ensure that these initiatives are implemented with fidelity?

*Number of Students restrained:

23

*Percentage of Students restrained:

24

*Number of Students de-escalated:

95

*Percentage of Students de-escalated:

100

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All Staff are trained annually in general de-escalation techniques. Classroom staff within the first year of service are also trained in Level I Life Space Crisis Intervention (the de-escalation component). Staff previously trained in Life Space Crisis Intervention receive a refresher. Staff within the first two years are also trained on the neurobiology of different disorders so they can better understand the impact of these disorders on thinking and behaviors during crisis situations. New direct care and support are trained within the upon hire in Day 1 of Mindset training and within the first 3 months in Day 2 of Mindset. All direct care, support staff, and administrative staff receive refresher training in Mindset annually.

Fidelity is monitored through direct observation by trained Mindset instructors and administrative staff. Administrators also monitor documentation and participate in staff debriefings throughout the year. Trained Mindset trainers review incidents and provide additional refreshers during staff meetings throughout the year.

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Service Delivery – Crisis Management



Briefly describe the procedures used for the safety of staff and students. Describe how new staff are provided with initial training about GNETS crisis management procedures.

*How often are updates in crisis management provided for all staff?

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All staff are trained each year in safety and security protocols related to the building and school area. Drills are conducted two times a year to practice implementing these procedures. Students are scanned by either metal detectors or wands upon arrival and book bags are checked for non-allowable items. Students also participate in inclement weather drills in compliance with State of GA requirements.

All Staff are trained annually in general de-escalation techniques. Classroom staff within the first year of service are also trained in Level I Life Space Crisis Intervention (the de-escalation component). Staff previously trained in Life Space Crisis Intervention receive a refresher. Staff within the first two years are also trained on the neurobiology of different disorders so they can better understand the impact of these disorders on thinking and behaviors during crisis situations. New direct care and support are trained within the upon hire in Day 1 of Mindset training and within the first 3 months in Day 2 of Mindset. All direct care, support staff, and administrative staff receive refresher training in Mindset annually.

*How many new staff members are trained in crisis management?

5

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All administrators, teachers, paraprofessionals, and therapeutic support staff are trained in the crisis management strategies listed above. 5 is the number of new staff that were trained this year. Previously trained staff were provided with refresher training as previously described.

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Service Delivery – Instructional & Academic Supports



Instruction in Georgia Standards of Excellence (GSE)

*What strategies/steps are implemented to ensure that all students have/will have access to Georgia Standards of Excellence (GSE)?

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Teachers meet in grade band collaborative learning teams 8 times a year (either face-to-face or virtually) to develop or refine common assessments based on GSE, review results of these assessments, and plan for instruction for the next 4-6 weeks. Administration then works with teachers to ensure implementation of GSE teaching plans in the classroom.

*Describe the professional learning that will be provided for staff to deliver and monitor grade level GSE.

*How many staff members are trained to deliver GSE?

11

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As described above, teachers meet in collaborative learning teams to review the standards, develop common assessments, discuss assessment results and to develop learning plans and collaboratively plan and share ideas. They then come back together to discuss what worked and to evaluate any areas where new strategies are needed to increase effectiveness.

*Describe the procedures for monitoring the delivery of classroom instruction and student outcomes.

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Teachers share within their collaborative learning teams their celebrations and struggles, as well as their outcome data. Data is shared from both common assessments but also from supplemental programs used within the program such as I-Ready (reading/math). Plans are made for improving instructional outcomes moving forward. Teachers also coach each other through presenting videos of instruction and coaching each other based on the SEEKS framework.

Administrators monitor implementation of lesson plans within the classroom both during TKES observations as well at other times throughout the year. The administrative team meets three times a year to academic data and discuss strategies for improvement. All summative and formative assessment data is used annually to develop plans for academic improvement for the following year.

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Service Delivery – Supplemental Instruction



List the evidence-based academic interventions and supports provided to students to improve performance in reading, writing and mathematics.

*Reading interventions being used in our program:

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NorthStar uses the I-Ready diagnostic and instructional intervention program for students that are performing below grade level in reading. Teachers also use Moby Max as an additional tool to target gaps in learning and to address goals and objectives within each student's individual education plan.

*Math Interventions being used in our program:

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NorthStar uses the I-Ready diagnostic and instructional intervention program for students that are performing below grade level in math. Teachers also use Moby Max as an additional tool to target gaps in learning and to address goals and objectives within each student's individual education plan.

*Writing Interventions being used in our program:



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NorthStar uses the Step up to Writing program to help student's grow in their ability to become proficient writers.

*How are teachers supporting students when they are not making progress?

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All students are tested in reading and math using diagnostic assessments. In reading and math, NorthStar uses the I-Reading diagnostic assessment. Our local districts also often use benchmark assessments (MAP testing, SRI testing), as do our teachers (DIBELS testing, Easy CBM, etc.) to find evidence if a student is on grade level and if not, where the gaps in the particular content area are that need to be addressed. Students functioning below grade level are then placed in supplemental learning activities designed to address their learning gaps. Repeated diagnostic and benchmark assessments, along with classroom based formative assessments, help teachers and administrators to determine if students are making progress towards their learning goals. This information also helps in adapting instruction on a day by day basis. Teachers can reassign or reteach concepts, assign related foundational learning modules, or differentiate the supports available to the student based on this information. Teachers share evidence of student progress in collaborative learning sessions to also get additional feedback and ideas from their peers.

*How is academic data being used by leadership to support students, staff and parents?

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Administrators monitor program data to ensure teachers and students are meeting implementation guidelines. This data is then used to give feedback and to determine if additional supports are needed by the student or the teacher. Administrators also participate in collaborative learning sessions to review student work, assessment data, and to hear feedback about what's working and where teachers are experiencing barriers to success. This allows teachers and administrators to collaborate on solutions for improving support to our students. The efficacy of instruction is monitored through classroom observations, both informal and formal (TKES evaluation process).

*Describe the procedures used to ensure supplemental academic interventions are implemented with fidelity.

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Administrators review program usage and performance data on a weekly and monthly basis and give feedback to teachers to improve program performance. Teachers also have classroom incentive systems based on the student's ability to meet performance targets for the week. Administrators for each site meet quarterly to review program usage data and to discuss interventions or support for improving the fidelity of program implementation.

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Service Delivery – Mental Health Collaboration



*Describe any formal collaboration with community agencies to enhance students' social, emotional, and/or behavioral development.

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NorthStar routinely collaborates with the service agencies that share service to our students and families. Lookout Mountain CME, Georgia Hope, Highland Rivers are all agencies that provide services across all of our regions. Other providers such as ProFamily and Family Members only service our systems in the Dalton area. Numerous private counselors and medical doctors provide counseling and medication management support throughout our service areas. All providers are welcome to visit the program to provide services or just check-in on the student and to collaborate with staff to ensure continuity of services and strategies across settings. NorthStar has also worked with external agencies and their staff that are providing BCBA support to students across settings. NorthStar and participating families, routinely participates in Local Interagency Planning Team Meetings to ensure students have the maximum access to resources available within the community.

*Number of mental health or community agencies that visited your site:

7

*Number of students that received services from an external agency:

48

*Number of students who were seen for:

*Counseling:

43

*Interview:

6

*Check-in:

15

*Other:

11 Student receive medication manager

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Service Delivery – Personnel List



Last Name, First Name	Position/Staff Title	Staff Group	Staff Type	Certificate Type and Level	Experience	Funding Source
SIMPSON, JANICE	GNETS Teacher – Locally Funded	Instructional Staff	Existing Staff	T5	38	State or Local Funds
PONDERS, JOYCE	GNETS Para-professional/Teacher Aide	Instructional Staff	Existing Staff	Parapro	20	State or Local Funds
MCDADE, FITZGERALD	GNETS Para-professional/Teacher Aide	Instructional Staff	Existing Staff	Parapro	10	State or Local Funds
ABERCROMBIE, JILL	GNETS Teacher – Locally Funded	Instructional Staff	Existing Staff	T6	20	State or Local Funds
PREVESK, DEBRA	GNETS Para-professional/Teacher Aide	Instructional Staff	Existing Staff	Parapro	4	State or Local Funds
GRAHAM, TIMOTHY	GNETS Teacher – Locally Funded	Instructional Staff	Existing Staff	T4	25	State or Local Funds

WEST, JUSTIN	GNETS Teacher - Locally Funded	Instructional Staff	Existing Staff	T5	16	State or Local Funds
Kirsten, Cooper	GNETS Para- professional/Tea cher Aide	Instructional Staff	Existing Staff	Parapro	1	State or Local Funds
CHRISTIAN, BRENDA	GNETS Para- professional/Tea cher Aide	Instructional Staff	Existing Staff	Parapro	13	IDEA Individual s with Disabilitie s Education Act - LEA Federal Grant
NEAL, JACQUELINE	Director of GNETS program	Administrators	Existing Staff	S7	25	GNETS State Grant
RICHARDS, JULIA	GNETS Teacher - Locally Funded	Instructional Staff	Existing Staff	T5	7	IDEA Individual s with Disabilitie s Education Act - LEA Federal Grant
TEEMS, FRANCES	GNETS Para- professional/Tea cher Aide	Instructional Staff	Existing Staff	Parapro	35	IDEA Individual s with Disabilitie s Education Act - GNETS
ROBERTSON, CHARLON	Supervisors/Coo rdinators	Administrators	Existing Staff	T4	2	GNETS State Grant
Rhonda, Smith	GNETS Teacher - Locally Funded	Instructional Staff	Existing Staff	T5	20	State or Local Funds
Totherow, Jennifer	GNETS Para- professional/Tea cher Aide	Instructional Staff	Existing Staff	Parapro	1	IDEA Individual s with Disabilitie s Education Act - GNETS
Catherine, Czerneski	GNETS Teacher - Locally Funded	Instructional Staff	Existing Staff	T4	3	State or Local Funds

NICHOLS, MELISSA	GNETS Para- professional/Tea cher Aide	Instructional Staff	Existing Staff	Parapro	5	State or Local Funds
LECROY, BRITNEY	GNETS Para- professional/Tea cher Aide	Instructional Staff	Existing Staff	Parapro	9	IDEA Individual s with Disabilitie s Education Act - GNETS
MERRELL, LOUISE	Psychoeducatio nal/GNETS School Secretary/Clerk	Support Staff	Existing Staff		14	GNETS State Grant
DUNCAN, CHRISTOPHER	GNETS Teacher - Grant Funded	Instructional Staff	Existing Staff	T4	5	GNETS State Grant
John, Ely	GNETS Para- professional/Tea cher Aide	Instructional Staff	Existing Staff	Parapro	2	State or Local Funds
Moss, Rick	GNETS Para- professional/Tea cher Aide	Instructional Staff	Existing Staff	Parapro	2	State or Local Funds
LAPRAIRIE, DOMENICK	GNETS Teacher - Grant Funded	Instructional Staff	Existing Staff	T4	5	GNETS State Grant
STEVENS, PAISLEY	GNETS Teacher - Grant Funded	Instructional Staff	Existing Staff	T5	16	GNETS State Grant
NICHOLSON, DAVID	GNETS Teacher - Grant Funded	Instructional Staff	Existing Staff	T6	25	GNETS State Grant
COOK, DEBBIE	Supervisors/Coo rdinators	Administrators	Existing Staff	S5	30	GNETS State Grant
Burnette, Misty	GNETS Teacher - Grant Funded	Instructional Staff	Existing Staff	T6	16	GNETS State Grant
COKER, NATALIE	GNETS Para- professional/Tea cher Aide	Instructional Staff	Existing Staff	Parapro	2	IDEA Individual s with Disabilitie s Education Act - GNETS

BIERCE, KATHY	Psychoeducational/GNETS School Secretary/Clerk	Support Staff	Existing Staff		30	GNETS State Grant
PARKER, MYRA	Psychoeducational/GNETS School Secretary/Clerk	Support Staff	Existing Staff		18	GNETS State Grant
NELSON, C DELL	GNETS Paraprofessional/Teacher Aide	Instructional Staff	Existing Staff	Parapro	15	IDEA Individuals with Disabilities Education Act - GNETS

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Service Delivery – Integration of Services and Capacity Building



*How many requests have you had for extended services onsite consultation from LEAs?

15

*How many onsite consultations were provided to LEAs related to IEP development and/or revisions?

33

*How many onsite consultations were provided to LEAs related to extended services (e.g.: student observations, FBA, BIP, teacher support,etc.)?

15

*How many students transitioned to a LRE because they've met their IEP goals?

14

*How many students participated in extracurricular activities with the LEA?

0

*How many students participated in 2 or more segments with the LEA?

12